

Bates Middle

715 Estate Street
Sumter, South Carolina 29150

Grades 6-8 Middle School

Enrollment 776 Students

Principal Anthony Graham 803-775-0711

Superintendent Zona W. Jefferson, Ph.D. 803-469-8536

Board Chair Ms. Jo R. White 803-773-7663

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	31	17	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Below Average	Unsatisfactory	No

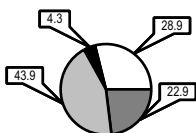
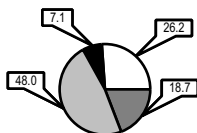
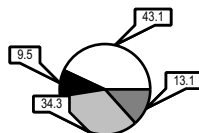
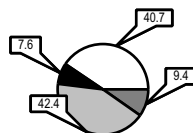
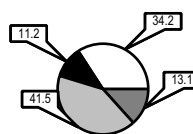
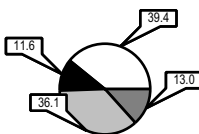
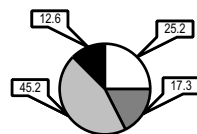
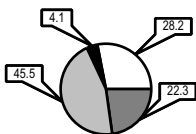
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.0
English 1	94.4	90.0
Biology 1/Applied Biology 2	N/A	60.4
Physical Science	N/A	50.3
All Subjects	97.0	93.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	759	98.9	28.5	44.2	22.9	4.4	37.4	Yes	Yes
Gender									
Male	383	98.7	34.2	47.6	16.0	2.2	30.0	N/A	N/A
Female	376	99.2	22.8	40.8	29.9	6.5	44.8	N/A	N/A
Racial/Ethnic Group									
White	299	100.0	13.7	47.0	31.6	7.7	51.6	Yes	Yes
African American	446	98.2	38.6	42.2	17.1	2.2	28.0	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	654	99.4	22.5	46.8	25.7	5.0	42.0	N/A	N/A
Disabled	105	96.2	70.0	26.7	3.3	0.0	5.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	759	98.9	28.5	44.2	22.9	4.4	37.4	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	754	98.9	28.3	44.3	23.1	4.4	37.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	416	98.3	39.3	42.7	15.9	2.1	25.0	No	Yes
Full-pay meals	343	99.7	15.9	46.0	31.1	7.0	51.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	759	99.1	25.4	48.4	19.1	7.2	40.3	Yes	Yes
Gender									
Male	383	98.7	27.7	46.5	18.8	7.0	42.0	N/A	N/A
Female	376	99.5	23.0	50.3	19.4	7.3	38.5	N/A	N/A
Racial/Ethnic Group									
White	299	99.7	12.0	48.6	25.4	14.1	57.0	Yes	Yes
African American	446	98.7	34.1	48.2	15.1	2.6	28.8	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	654	99.5	20.2	51.4	20.4	8.0	44.0	N/A	N/A
Disabled	105	96.2	61.1	27.8	10.0	1.1	14.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	759	99.1	25.4	48.4	19.1	7.2	40.3	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	754	99.1	25.1	48.4	19.2	7.2	40.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	416	98.6	34.8	49.1	11.4	4.7	29.4	Yes	Yes
Full-pay meals	343	99.7	14.3	47.6	28.0	10.1	53.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	759	99.3	42.8	34.5	13.2	9.5	22.7
Gender							
Male	383	98.7	41.5	32.8	15.1	10.6	25.8
Female	376	100.0	44.1	36.2	11.2	8.4	19.7
Racial/Ethnic Group							
White	299	100.0	26.0	35.1	18.6	20.4	38.9
African American	446	98.9	53.8	34.1	9.6	2.4	12.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	654	99.7	37.1	37.5	14.5	10.9	25.4
Disabled	105	97.1	81.3	14.3	4.4	0.0	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	759	99.3	42.8	34.5	13.2	9.5	22.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	754	99.3	42.4	34.7	13.3	9.6	22.9
Socio-Economic Status							
Subsidized meals	416	99.0	56.9	30.1	9.1	3.9	13.0
Full-pay meals	343	99.7	26.2	39.6	18.0	16.2	34.1

Social Studies							
All Students	759	98.4	39.5	42.8	10.0	7.6	17.7
Gender							
Male	383	98.2	42.0	37.7	11.0	9.3	20.3
Female	376	98.7	37.1	47.9	9.1	5.9	15.0
Racial/Ethnic Group							
White	299	98.7	24.5	46.5	16.0	13.1	29.1
African American	446	98.4	49.9	39.8	6.3	4.1	10.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	50.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	654	98.8	33.5	47.3	10.7	8.4	19.1
Disabled	105	96.2	80.2	12.1	5.5	2.2	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	759	98.4	39.5	42.8	10.0	7.6	17.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	754	98.4	39.4	42.8	10.1	7.7	17.8
Socio-Economic Status							
Subsidized meals	416	98.6	52.2	39.2	5.2	3.4	8.6
Full-pay meals	343	98.3	24.5	47.1	15.8	12.7	28.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.1	31.8	43.5	20.5	4.2	24.7
	7	290	98.3	24.9	45.7	26.8	2.6	29.4
	8	255	98.8	27.1	52.5	19.1	1.3	20.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.5	20.6	45.9	24.9	8.6	33.5
	7	274	98.5	31.6	44.1	21.9	2.3	24.2
	8	265	98.9	32.0	42.9	22.3	2.8	25.1
Mathematics								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.5	16.3	43.3	30.0	10.4	40.4
	7	290	98.6	26.0	38.1	19.6	16.2	35.8
	8	255	99.6	37.8	42.9	14.3	5.0	19.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.5	15.8	44.0	27.3	12.9	40.2
	7	274	98.5	22.3	52.0	17.6	8.2	25.8
	8	265	99.2	36.7	48.4	13.7	1.2	14.9
Science								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.1	41.8	34.3	14.2	9.6	23.8
	7	289	97.9	33.8	37.3	18.3	10.6	28.9
	8	255	99.6	45.8	36.6	8.8	8.8	17.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	100.0	41.1	31.1	14.8	12.9	27.8
	7	274	98.9	46.9	30.1	14.5	8.6	23.0
	8	265	99.2	39.9	41.9	10.5	7.7	18.1
Social Studies								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.9	32.0	37.8	14.1	16.2	30.3
	7	288	99.0	41.7	36.7	14.4	7.2	21.6
	8	255	98.4	33.1	52.5	9.7	4.7	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	100.0	31.6	44.5	12.9	11.0	23.9
	7	274	97.4	51.6	35.0	7.1	6.3	13.4
	8	265	98.1	33.9	49.4	10.6	6.1	16.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 776)				
Students enrolled in high school credit courses (grades 7 & 8)	18.1%	Up from 7.6%	17.5%	16.7%
Retention rate	3.5%	Down from 6.9%	2.5%	2.5%
Attendance rate	96.5%	Down from 96.6%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.1%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.1%	0.0%	1.0%
Eligible for gifted and talented	22.7%	Up from 15.7%	18.8%	15.6%
On academic plans	42.7%	N/AV	40.5%	39.9%
On academic probation	1.1%	N/AV	0.4%	0.7%
With disabilities other than speech	13.4%	Up from 11.0%	12.3%	12.4%
Older than usual for grade	9.9%	Up from 7.3%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.8%	Down from 7.1%	0.6%	0.9%
Annual dropout rate	0.5%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	51.0%	Down from 53.3%	51.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.1%	N/A	7.0%	9.1%
Teachers with emergency or provisional certificates	14.6%	Up from 12.8%	3.1%	5.6%
Teachers returning from previous year	81.7%	Up from 78.9%	87.4%	84.6%
Teacher attendance rate	96.9%	Up from 96.4%	94.8%	94.8%
Average teacher salary	\$37,782	Down 3.8%	\$42,784	\$42,267
Prof. development days/teacher	12.4 days	Up from 12.2 days	12.3 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 29.8 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.4%	Up from 91.7%	89.7%	89.0%
Dollars spent per pupil*	\$5,415	Down 0.3%	\$6,269	\$6,243
Percent of expenditures for teacher salaries*	57.8%	Down from 60.1%	60.5%	59.8%
Percent of expenditures for instruction*	62.2%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.7%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It's that time again for Bates Middle and other schools across the state. We are preparing for new students and cleaning out the files of those who have moved on to the high school. We are addressing strategies that were successful and others that were not successful. We are also constantly looking for innovative ways and methods to motivate our students and help them succeed during their middle school years.

The faculty, staff and parents are quite proud of the year we had academically, socially and athletically. Our students can be proud of the fact that they handled business this year. For the most part, they were serious about excelling. In many instances, our students who excelled took the time to help others. This proved to be one of the best moments of the year for me as principal. Students helping students can easily be the motto for any school.

As we push forward toward a new year, our students remain the central focus. However, we will endeavor to shift that in some aspect to parents. Many of our unsuccessful students battle with out-of-school issues that impact their school performance in negative ways. We will attempt to tap in on new resources to develop ways to bridge the gap. We will work hard to make sure all of our students receive an excellent education and all students will have access to higher level courses if they show a desire to work hard. With renewed hope and a true sense of purpose, we will reach those who seemed unreachable this past year. We will work harder with those who showed little interest. We will ensure that there is room at the table for all the students of Bates. This is our charge. This is our goal.

Anthony Graham, Principal

Nonnie Perry, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	246	75
Percent satisfied with learning environment	100.0%	70.9%	85.9%
Percent satisfied with social and physical environment	100.0%	77.0%	80.6%
Percent satisfied with school-home relations	86.7%	86.0%	89.2%

*Only students at the highest middle school grade level at this school and their parents were included.